

Luigi Aprea Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Luigi Aprea Elementary School
Street	9225 Calle del Rey
City, State, Zip	Gilroy, CA 95020
Phone Number	(650) 205-4600
Principal	Michael Kelly
Email Address	michael.kelly@gilroyunified.org
Website	http://luigi-gusd-ca.schoolloop.com/
County-District-School (CDS) Code	43-69484-6047286

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Mission: Our mission at Luigi Aprea Elementary School is to provide a rich and diverse curriculum, in a safe learning environment, through the use of best practices, emphasizing creativity and curiosity, while challenging our students with high expectations, enabling them to reach their highest potential as learners and citizens.

Vision: A school where healthy, respectful, and caring interactions lead to a community that embraces a love of learning and promotes individual growth.

Our PBIS program, “The Bulldog Way” is a big part of how we interact with our students, their families and the community. Common expectations are posted around the school and taught in every classroom. Teachers implemented a weekly Morning Meeting to set the tone for the week. We all embraced the Bulldog Way of being Safe, Respectful, Responsible, and Kind in every facet of what we do. Students were recognized for displaying these behaviors with “Pawsitives”, a token economy, and students were able to collect Pawsitives and redeem them for Luigi gear/swag. Over 27,000 Pawsitives were handed out by teachers and staff. We continue to strive to meet the needs of all our students and our PBIS teams meet monthly to review, revise and execute our school-wide PBIS plan.

We also have after school enrichment program all students. Over 200 students from grades 3 through 5 participated in the school enrichment after school programs. We continue to look at more offerings to include all students during the school year.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	99
Grade 2	104
Grade 3	102
Grade 4	95
Grade 5	130
Total Enrollment	628

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	7
Filipino	2.7
Hispanic or Latino	45.7
White	33.4
Two or More Races	4.1
Socioeconomically Disadvantaged	22
English Learners	10.4
Students with Disabilities	15
Foster Youth	0.5
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	26	23	467
Without Full Credential	2	2	2	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/4/2019

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced/Benchmark 2017	Yes	0%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006 Reflections, Harcourt (4-5) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Luigi Aprea Elementary School opened in 1996. It is a ranch-style campus located next to a park. Our school features 36 classrooms, 11 portables, a multipurpose room, a spacious and well-equipped library, a computer lab, a welcoming front office, and fields used for play. Luigi has a partnership with the City of Gilroy to share a playground and field, and we also have a self-contained playground for our kindergarten students. A welcoming school mural greets our families that come to the main office. Our two custodians clean the school daily. One custodian works the day shift, and the other works the evening shift. District maintenance staff handles all maintenance repairs. Our school library has an impressive collection of approximately 15,000 books, and there are 150 videos for teacher reference. Students visit the library and check out books at least once a week. Our part-time library clerk reads aloud to students and helps them with research projects and book reports. We have approximately 34 computers available for student use in our computer lab. We currently have Chromebook carts with 35 Chromebooks each for our second through fifth grade classrooms. Each of our first grade classrooms have a set of 6 Chromebooks. Our technology/assessment aide is available to provide support for our teachers and students.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	roof rafter tails damaged - scope of work being over viewed for bio and district approval - 8-2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	60	49	50	50	50
Mathematics (grades 3-8 and 11)	60	57	42	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	312	98.73	1.27	60.26
Male	170	167	98.24	1.76	49.70
Female	146	145	99.32	0.68	72.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	129	127	98.45	1.55	44.09
Native Hawaiian or Pacific Islander					
White	115	114	99.13	0.87	71.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	84.62
Socioeconomically Disadvantaged	80	78	97.50	2.50	32.05
English Learners	46	45	97.83	2.17	40.00
Students with Disabilities	53	52	98.11	1.89	23.08
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	312	98.73	1.27	56.73
Male	170	167	98.24	1.76	55.69
Female	146	145	99.32	0.68	57.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	129	127	98.45	1.55	42.52
Native Hawaiian or Pacific Islander					
White	115	114	99.13	0.87	63.16
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	80	78	97.50	2.50	35.90
English Learners	46	45	97.83	2.17	44.44
Students with Disabilities	53	52	98.11	1.89	19.23
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.3	27.1	17.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Luigi Aperia Parent Club is an organization of volunteers whose purpose is to provide supplemental necessities and materials to teachers and students and to develop united efforts between the administration, teachers and parents to secure the highest advantages in physical, mental, social and moral education. The mission is to be educational and philanthropic and will be developed through conferences, committees, projects and fundraisers. The School Site Council is a body of stakeholders (parents and staff) that discuss student progress and school initiatives.. Parents are welcome to attend all School Site Council meetings as observers and participate in all committee meetings. Parents are also encouraged to volunteer in the classroom and can coordinate with the teacher the time and support area that works best. Parents are an integral part of the Luigi community.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	0.9	0.8	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Ensuring a safe environment for students and teachers is an extremely high priority at Luigi Aperia. The Luigi Aperia teachers and staff work in close collaboration with the parent community to continuously improve on all facets of Luigi Aperia Elementary School. A School Site Council made up of teachers, staff and parents has been developed to discuss student progress, school initiatives and safety. The School Site Council meets multiple times throughout the year to review school practices and provide feedback in a structured setting. The Comprehensive School Safety Plan has been reviewed with the school staff and the School Site Council in the Fall. The principal shares new information, and keeps an open dialogue between the home and school at the monthly home and school meetings. Feedback from the School Site Council, Home and School club and staff will be used to update school procedures that we utilize in the spring.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	4		19	2	3		21	1	4	
1	24		4		25		4		23		4	
2	24		4		26		4		25		4	
3	25	1	4		22	1	4		24		4	
4	35			4	28		4		30		3	
5	31		4		31	1		4	27	1	4	
Other**	15	1							12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,737	\$1,531	\$6,206	\$102,666
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Luigi strives to provide a rich and diverse curriculum for all of our students. There are three special day classes, resource support in and out of the classroom, intervention groups with the literacy facilitator (Grades 1 & 2), Cal-SOAP literacy support in Kindergarten, and an after school intervention program for grades 3-5. We also provide an after-school GATE program with various enrichment workshops throughout the year and a STEAM club for grades 4 & 5.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

At Luigi Aprea Elementary School, our teachers and staff are provided professional development in a variety of ways. We have three district academic coaches who facilitate professional development, coach teachers and assists grade-level teams with planning. Our literacy facilitator also facilitates professional development and provides support for in-class and out-of-class intervention. The principal has weekly meetings with the teachers, office staff and yard duties and has monthly meetings with the paraprofessionals. The focus of our support has been on relationship building; technology in the classroom; the Common Core State Standards; Next Generation Science standards, our math curriculum, Go Math and small group instruction. Our grade-level teams meet weekly to collaborate and discuss curriculum, intervention and student support. Luigi teachers and staff participate in three district-wide staff development days. Also available to them are literacy, technology and classroom management workshops. Our new teachers are provided a coach and supported through the district's new teacher program.